DOCUMENT RESUME

ED 177 832 EC 121 601

TITLE	District Guidelines: Programs for the Gifted and Talented. Revised.
INSTITUTION	Birmingham City School District, Mich.
PUB DATE	May 79
NOTE	32p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academically Gifted; Creativity; Elementary Secondary Education; *Gifted; Inservice Education; Leadership; *Program Development; *Talented Students; *Talent Identification
IDENTIFIERS	*Birmingham Program for the Gifted and Talented MI

ABSTRACT

The document outlines characteristics of the Birmingham (Michigan) Program for the Gifted and Talented, a program which serves elementary and secondary level students capable of high performance, demonstrated achievement, and/or potential ability in any of the following areas, singly or in combination--general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts. Sections address the following program components: inservice prior to implementation; elementary and junior high identification procedures (prescreening procedures, nomination procedures, screening procedures, selection procedures); secondary screening procedures; and program operation (general pattern, time, grouping, continuation activities, personnel, facilities, materials and equipment, the Enrichment Triad Model, community resources, outlets for the communication of creative work, program evaluation). Sample forms and checklists make up the remainder of the document. (SBH)

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BIRMINGHAM PUBLIC SCHOOLS

DEPARTMENT OF CURRICULUM

DISTRICT GUIDELINES

PROGRAMS FOR THE GIFTED AND TALENTED

EC121601

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June, 1978

Revised May, 1979

Michael J. LaBay
Director of Curriculum

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GIFTED COMMITTEE MEMBERSHIP

SCHOOL	STAFF MEMBERS	ADM. MEMBERS	PARENT MEMBERS
Adams	Beverly Page Janice Reelitz		
Berkshire	Gwen Wilner	Vince LaPointe	
Beverly	Mary Jane Lemon Harriet Green		
Bingham Farms			
Covington		Bill Blackwell	
Derby		Norman Juchno	
Evergreen	Ruth Carson	Jane Heckman	
Franklin	Sandi Prus Shirley Mercer	Wes Measel	
Greenfield	Bunny Westrate	Dale Schaffer	
Groves		Ron Rolph	
Harlan	Joan Burleigh		
Meadow Lake	Deane Beard		
Midvale	Linda Brick Paul Binns		
Pembroke	Virginia Cooper		
Pierce	Marie Maggard	Richard Sumner	
Quarton	Nancy Jolly Mary Demirjian	R. Massingill	
Seaholm	A. Elto		
Torry	Susan Vanvoorhis		
Walnut Lake	Lois Pearlman Deborah Kays	Duane Fisher	Arleen McCaffrey
Westchester			
West Maple	Laura Smith		
Administration	Janet Koepke		
Gifted/Talented	Dick Cope Carol Moore Joseph Steslicki Will White		

INTRODUCTION

Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These children require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. We believe these programs and services should be given high priority in Birmingham's educational system.

GOALS

All programs for the gifted and talented shall strive to fulfill the following goals:

1. Provide gifted and talented students with learning experiences commensurate with their abilities and special interests.

2. Maintain a flexible learning environment within each local school so that all gifted and talented students from an attendance area have the opportunity to pursue areas of study differentiated from regular curriculum offerings.

3. Develop and maintain an awareness of the needs, abilities, and interests of gifted and talented students within the staff, student body, and community of each school.

4. Use community resources effectively in providing experiences and opportunities for gifted and talented students.

5. Provide training for the teacher of the gifted and provide materials necessary for program operation.

6. Provide appropriate inservice training for staff within buildings operating programs.

DEFINITION OF THE GIFTED AND TALENTED

The Birmingham Program for the Gifted and Talented is designed for children capable of high performance, demonstrated achievement, and/or potential ability in any of the following areas, singly or in combination.

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts

Specific areas of demonstrated achievement and/or potential ability may be further defined as follows:

1. General intellectual ability refers to those students who have high academic achievement or potential in several fields of study.

2. Specific academic aptitude refers to those students who have high academic achievement or potential in a specific field of study.

3. Creative or productive thinking refers to those students who have advanced insight, outstanding imagination, intense interest in one or more fields of achievement, innovative or creative reasoning ability, ability in problem solving, and high attainment in original or creative thinking.

4. Leadership ability refers to those students who have been observed to be "natural" leaders, those who are looked upon by their peers as being leaders, those who have demonstrated leadership through specific school activities, and those who have demonstrated leadership in nonacademic activities.

5. Visual or performing arts refers to those students who have demonstrated or indicated through affective as well as cognitive performance, outstanding ability in areas such as art, music, drama, speech, and language.

BUILDING INSERVICE PRIOR TO PROGRAM IMPLEMENTATION

Prior to first year operations, the principal must schedule at least one half-day inservice session to discuss with the entire school staff:

1. Characteristics of gifted and talented students.

2. Screening and selection tests, checklists, forms, and procedures to be used in the building.

3. Procedures to be used for receiving information on students from parents.

4. The gifted and talented program as it relates to the general classroom teacher, other associate teaching areas, and the use of community resources.

ELEMENTARY AND JUNIOR HIGH IDENTIFICATION PROCEDURES

A. Pre-screening Procedures

1. The principal will appoint a building committee consisting of at least two teachers and one administrator to assist in the screening and selection procedures.

2. The principal will schedule a parent informational meeting to stress the goals of the program, the screening procedures, and the maximum number of students to be serviced in each building.

3. Teachers or counselors will administer to all students in grades 4 through 6 and grade 8 the district approved group achievement test (such as Stanford Achievement Test or Metropolitan '78) in reading and mathematics prior to or during the first month of operation.

B. Nomination Procedures

1. Teachers will nominate potential candidates using the G/T STUDENT NOMINATION FORM.

2. Parents may nominate students using the PARENT RECOMMENDATION FORM provided at the parent informational meeting.

3. Students may nominate peers. This procedure is optional and should be implemented by the building committee.

4. The building committee will nominate all students who score at or above the 90 percentile on total reading and/or total mathematics.

C. Screening Procedures

1. The committee will provide classroom teachers with a TEACHER RECOMMENDATION FORM and RENZULLI CHECKLIST on each nominated student. The TEACHER RECOMMENDATION FORM should include statements to substantiate the teacher's recommendations.

   a. Fall screening - previous classroom teacher will complete forms.

   b. Spring screening - present classroom teacher will complete forms.

   It is recommended that after the first year of operation, the screening process should take place in the spring.

2. The building committee will distribute to the staff a list of all nominated students. Teachers (in addition to the classroom teacher) may indicate those students they feel qualified to evaluate using the TEACHER RECOMMENDATION FORM and/or the RENZULLI MOTIVATIONAL CHECKLIST. The RENZULLI CREATIVITY CHECKLIST may also be utilized.

3. The building committee will provide the staff with the forms requested by each teacher.

4. The building committee will compile for each student who is deemed a candidate for the program a STUDENT INFORMATION FORM containing the following information:

   a. Group Achievement Total Reading Test

   b. Group Achievement Total Mathematics Test

   c. Teacher nominations

   d. Screening and selection committee recommendations from PARENT RECOMMENDATION FORMS and peer information

5. The G/T resource teacher may administer and score a creativity assessment scale.

6. The G/T resource teacher will administer achievement tests for all students nominated in grades K-3.

D. Selection Procedures

1. The building committee will record on a Baldwin Identification Matrix for each candidate:

   a. Group Achievement Total Reading Score

   b. Group Achievement Total Mathematics Score

   c. Weighted score from TEACHER RECOMMENDATION FORM (An average will be taken if more than one form per candidate is received.)

   d. Total score from RENZULLI MOTIVATIONAL CHECKLIST (An average will be taken if more than one checklist per candidate is received.)

   e. Score from creativity assessment scale.

2. Compute 5% of the school population, excluding self-contained special education students to determine building space allotments.

3. List all students in rank order based on their total Baldwin Matrix Score.

4. Using your building space allotment, select students for the program based on their total Baldwin Matrix Score.

5. In the event of a mathematical tie in student rank, the principal shall decide on candidate acceptance.

6. The principal also has the option of limiting service to selected grades.

SECONDARY (10-12) SCREENING PROCEDURES

The following procedures are to be used in screening and selecting secondary students:

1. The principal establishes a screening and placement committee to receive and evaluate all referrals.

   The committee must include a minimum of three members. It is strongly recommended that a counselor, classroom teacher, and administrator serve on the committee. It is also desirable to have parents, students, and other community resource persons on the committee when specific referrals warrant.

   The committee will screen and select gifted and talented students, review and assess learning contracts, approve mentor assignments, and determine the amount of elective credit (not to exceed 1-1/2 credits per semester) appropriate for the contract.

2. The principal, in cooperation with his committee, will develop procedures whereby students may apply for gifted/talented credit. Students should nominate themselves through their counselor using the G/T STUDENT APPLICATION FORM, and staff should nominate students through the counselor using the G/T STUDENT NOMINATION FORM.

3. The committee receiving a student application or nomination will summarize pertinent information from the application and from counseling records using the G/T COMMITTEE DECISION FORM.

4. Upon consensus of approval participation, the committee will refer the student to a faculty mentor.

   If participation is not approved, the committee will state reasons for the denial in writing to the counselor, who, in turn, will advise the student of the decision.

5. The faculty mentor will be responsible for defining an accepted student's independent study-learning contract. The faculty mentor and student should cooperatively plan the contract and complete the G/T INDEPENDENT STUDY-LEARNING CONTRACT FORM when the agreement is reached.

   A copy of the contract should be retained by the student and faculty mentor, with a copy also forwarded to the counselor.

6. Upon completion of all contract obligations, the faculty mentor shall recommend the granting of graduation credit according to established district procedures.

The total number of students under contract at any point in time should not exceed 5% of the total school population (excluding self-contained special education students).

The total number of students assigned to a faculty mentor should not exceed five. An "add-on-to-staffing-formula" based on one biweekly planning period per student will be provided to each school participating in the program. The principal will have the option of using the increased staff allotment in a manner best suited in his building. Such options may include:

1. The scheduling of independent study classes taught by a gifted/talented teacher who also coordinates volunteer faculty mentor activities

2. A "floating substitute teacher," assigned to the building and available for covering faculty mentor classes.

3. A sixth period assignment reimbursement for faculty mentors.

4. Any other allocation arrangement approved by central administration.

These screening and selection procedures should be reviewed by the committee after two years. Modification recommendations should be submitted to central staff for review.

PROGRAM OPERATION

General Pattern

A gifted and talented program within a school must be distinctive in structure from the instructional program offered to other students. In addition, the program must include provisions for independent study based on student interest and the use of community resources.

Time

Gifted and talented students will participate in the program for a minimum of 150 minutes per week under the direction of a certified teacher.

Grouping

Cross-grade grouping may be utilized within schools, and student interaction between schools is encouraged. Such interaction will provide gifted and talented students with a broader opportunity to exchange ideas, to discuss mutual interests and to share creative/productive work with larger numbers of students who have similar interests, abilities, and appreciations.

Continuation Activities

In addition to each student's "officially" scheduled time with the gifted/talented teacher, an opportunity for students to visit other appropriate learning centers within the school or community for purposes of continuing investigative work will be provided.

The regular classroom teacher, in consultation with the teacher of the gifted and talented, will determine if and when a student may leave the regular classroom for such continuation activity. During such activity, the gifted and talented teacher will have the primary responsibility for supervising the student's work or arranging for supervision.

Since one of the objectives of this program is to promote independent learning and research skills, and since 150 minutes per week is scarcely enough time for highly able students to become totally involved in advanced level work, the opportunities for continuation activities beyond the officially scheduled time are considered to be an important part of the program. It should be emphasized, however, that regardless of the amount of time spent in all gifted program activities, provision will be made for the maximum amount of appropriate integration and contact with regular education students.

Personnel

Gifted/Talented resource teachers will be selected on the basis of exemplary past performance as a classroom teacher, a sincere interest in working in this type of program, and a willingness to engage in professional development activities that are deemed necessary to achieve district objectives.

Consideration also will be given to previous experience and/or training in the education of the gifted and talented. Special competencies, talents, or innovative teaching practices that might be deemed beneficial to the program will also be considered. Gifted/talented teachers must meet all state certification requirements.

At all levels, the teacher-pupil ratio will generally not exceed 1:45.

At the elementary level, an associate schedule for the gifted/talented resource teacher will be developed by the Director of Curriculum.

At the secondary level, released time for teachers to work with students will be based on the equivalent teacher-pupil ratio of 1:45.

Facilities

Suitable space for teachers to work with individuals and small groups will be provided in each building in the district in which a program will be implemented. The program will also use other facilities in the schools, such as laboratories and instructional media centers. The program will also use facilities in the community at large such as college and community libraries, laboratories, theaters, business and professional firms, public offices, and agencies.

Materials and Equipment

In view of the highly individualized nature of this program, it is difficult to specify a complete list of required materials. Efforts will be made to provide gifted and talented students with those materials that may be required for them to carry out their activities. Tentative budget estimates will be revised with experience.

The gifted/talented teacher will be provided with materials designed to promote research skills, creative thinking abilities and higher levels of thinking. Budget for such materials and equipment will be distributed by building and supervised by the principal.

Program Model

Schools are encouraged to develop their own programs based upon student needs. Each school program must provide student opportunities to explore areas of personal interest, receive group instruction in creative and critical thinking and the development of self-concept, and the investigation of "real" problems.

The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented (J. S. Renzulli, Creative Learning Press, Wethersfield, Connecticut, 1977) is one program model that includes the three program requirements. Individual school programs may be based on this model or any other that fulfills program requirements. For those schools wishing to use the enrichment triad approach, the following description may be helpful:

> The Enrichment Triad Model focuses on three different interrelated types of learning experiences. The first type is general exploratory activities. Its major purpose is to help students gain exposure to issues, topics, areas of study, etc., that are not ordinarily covered in the regular curriculum. Such exposure is necessary for both satisfying students' broad ranges of curiosity and for helping them to identify areas in which they might like to do more intensive study.
>
> The second type of enrichment in this model consists of individual and/or group training activities that focus on thinking and feeling processes including lessons on creativity, critical thinking, and the development of self-concept. The openended nature of these types of activities make them especially appropriate for gifted and talented students because they allow students to "go as far as they can go" in the development of their thinking processes.
>
> The third type of activity described in the Enrichment Triad Model consists of individual and small group investigations of "real" problems. It is in this area that the gifted student will be helped in self-selected advanced level research and creative activitiy that approximates the investigative work of practicing scientists, artists, journalists, etc. This type of enrichment is modeled after the modus operandi of gifted and talented persons who have made creative contributions to their chosen areas of productivity. The teacher's role in this form of individualized activity is more a facilitator and resource person rather than an instructor.

Organizing and Using Community Resources

The highly individualized nature of this program and the accompanying concern for providing students with the opportunity to pursue areas of personal interest require the involvement of many resources both within the school district and the community at large. The teachers of the gifted and talented have available a directory of persons and places from whom and where special assistance may be obtained. The teachers are responsible for making contact with community resource persons and assisting parent volunteers. In addition to working with students on an individual or small group basis, community resource persons are asked to meet with larger groups for the purpose of introducing students to new areas, topics, or vocational opportunities.

This type of involvement on the part of community persons will expose gifted and talented students to areas not ordinarily covered in the regular curriculum. Such exposure will provide stepping stones from which individual students or small groups may elect to pursue certain topics or areas at more advanced levels of inquiry.

Developing Outlets for the Communication of Creative Work

An important part of the full-cycle of creative and investigative work is the communication of one's results to appropriate audiences. It is through the communication-of-results process that students learn the important skills of refining, revising, editing, and generally improving upon their work so that it moves from "first draft" to final form. In view of the important role that communication plays in the work of creative and productive persons, the Birmingham program will provide students with encouragement, assistance, and opportunities to share the results of their work with others.

Evaluation of the Program

An effort will be made to gather information relating to (1) program goal attainment, (2) student attitudes toward the program, (3) student products, (4) parent and non-program teacher attitudes, and (5) the degree to which the program is successfully integrated into the overall curriculum program in Birmingham.

Instruments used to evaluate the program will consist of ratings of student products, appropriate standardized tests, questionnaires and interview.

SAMPLE FORMS

BIRMINGHAM PUBLIC SCHOOLS
Birmingham, Michigan

G/T STUDENT NOMINATION FORM

GENERAL INTELLECTUAL ABILITY OR SPECIFIC ACADEMIC APTITUDE	CREATIVE OR PRODUCTIVE THINKING	SOCIAL AND LEADERSHIP ABILITY	VISUAL AND PERFORMING ARTS
1. Extensive vocabu'ary 2. Bored with repetitious material 3. Retentive memory 4. Questioning attitude 5. Accelerated reading skills 6. Broad attention span 7. Perceptive observer 8. High ability in a particular subject area	1. Abstract reasoning 2. Experimental hobbies and interests 3. Philosophical viewpoints 4. Applier of knowledge in new ways 5. Innovative and/or unique thinker 6. Creates and experiments with ideas and things 7. Flexible 8. Curious 9. Adventurous, speculative, and willing to take risks 10. Large number of ideas or solutions to problems and questions 11. Uninhibited in expression of opinion	1. Likes to organize and bring structure to things, people and situations 2. Leadership potential 3. Independent worker 4. Status with peer group 5. Acceptance of leadership role 6. Tends to dominate group 7. Participates and volunteers assistance in activities 8. Carries responsibility well 9. Self confident 10. Enjoys being among others	1. Unusually imaginative and creative 2. Meticulous-perfectionists 3. Aesthetic appreciation 4. Sensitive to beauty 5. Displays musical talent (vocal or instrumental) 6. Displays dramatical talent 7. Displays other artistic talents
Name	Name	Name	Name
Name	Name	Name	Name
Name	Name	Name	Name
Name	Name	Name	Name
Name	Name	Name	Name

Please use reverse side for additional space.

Nominator

Birmingham Gifted and Talented Program

PARENT RECOMMENDATION FORM

Student's Name _____ Student's Age _____

School _____ Current Teacher _____

READING INTERESTS:

_____

_____

_____

HOBBIES:

_____

_____

FAVORITE GAMES:

_____

SPECIAL LESSONS, TRAINING, LEARNING EXPERIENCES OUTSIDE SCHOOL:

_____

_____

_____

_____

_____

_____

_____

Provide a specific example which demonstrates your child's exceptional ability to support his/her placement in the gifted and talented program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER RECOMMENDATION

NAME _____ DATE _____

ITEMS		WEIGHTED SCORE
WITHOUT RESERVATION	5	
YES	4	
PERHAPS	3	
QUESTIONABLE	2	
NO	1	

NOTES AND COMMENTS

Adapted from:

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Part I: Motivational Characteristics	/ Seldom or never	/ Occasionally	/ Considerably	/ Almost always
1. Becomes absorbed and truly involved in certain topics or problems.	☐	☐	☐	☐
2. Is persistent in seeking task completion. (It is sometimes difficult to get him to move onto another topic.)	☐	☐	☐	☐
3. Is self critical; is not easily satisfied with his own speed or products.	☐	☐	☐	☐
4. Prefers to work independently; requires little direction from teachers.	☐	☐	☐	☐
5. Is interested in mature topics such as religion, politics, sex, race -- more than usual for age level.	☐	☐	☐	☐
6. Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	☐	☐	☐	☐
7. Likes to organize and bring structure to things, people, situations, and/or ideas.	☐	☐	☐	☐
8. Often evaluates and passes judgment on events, people, and things.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐ >	☐ >	☐ >	☐
Total				☐

Summary Sheet

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication and planning. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the 10 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have **seldom or never** observed this characteristic.
2. If you have observed this characteristic **occasionally.**
3. If you have observed this characteristic to a **considerable** degree.
4. If you have observed this characteristic **almost all of the time.**

Space has been provided following each item for your comments.

Scoring. Separate scores for each of the ten dimensions may be obtained as follows:

— **Add** the total number of X's in each column to obtain the "Column Total."
— **Multiply** the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
— **Sum** the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
— **Enter** the Scores below.

I	Learning Characteristics	_____
II	Motivational Characteristics	_____
III	Creativity Characteristics	_____
IV	Leadership Characteristics	_____
V	Artistic Characteristics	_____
VI	Musical Characteristics	_____
VII	Dramatics Characteristics	_____
VIII	Communication Characteristics — Precision	_____
IX	Communication Characteristics — Expressiveness	_____
X	Planning Characteristics	_____

Adapted from:

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Part II: Creativity Characteristics

	/ Seldom or never	/ Occasionally	/ Considerably	/ Almost always
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	☐	☐	☐	☐
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way-out"), unique, clever responses.	☐	☐	☐	☐
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	☐	☐	☐	☐
4. Is adventurous and speculative.	☐	☐	☐	☐
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ..."); manipulates ideas (i.e., changes, elaborates upon them), is often concerned with adapting, improving and modifying institutions, objects, and systems.	☐	☐	☐	☐
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	☐	☐	☐	☐
7. Is sensitive to aesthetic characteristics of things.	☐	☐	☐	☐
8. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	☐	☐	☐	☐
9. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐ >	☐ >	☐ >	☐
Total				☐

Summary Sheet

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication and planning. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the 10 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have **seldom or never** observed this characteristic.
2. If you have observed this characteristic **occasionally.**
3. If you have observed this characteristic to a **considerable** degree.
4. If you have observed this characteristic **almost all of the time.**

Space has been provided following each item for your comments.

Scoring. Separate scores for each of the ten dimensions may be obtained as follows:

— **Add** the total number of X's in each column to obtain the "Column Total."
— **Multiply** the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
— **Sum** the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
— **Enter** the Scores below.

I	Learning Characteristics	_____
II	Motivational Characteristics	_____
III	Creativity Characteristics	_____
IV	Leadership Characteristics	_____
V	Artistic Characteristics	_____
VI	Musical Characteristics	_____
VII	Dramatics Characteristics	_____
VIII	Communication Characteristics — Precision	_____
IX	Communication Characteristics — Expressiveness	_____
X	Planning Characteristics	_____

ST JDENT INFORMATION FORM

FOR GIFTED/TALENTED SCREENING

STUDENT _____ AGE _____

CURRENT GRADE _____ DATE _____

	TEST & DATE	SCORE	MODE OF SCORE*	SCORE RANGE	MEDIAN
Total Reading					
Total Math					
Recommendation					
Other Data					

BALDWIN IDENTIFICATION MATRIX (BM)

ADAPTED FOR USE BY _____ DATE _____

STUDENT	SCHOOL
AGE GRADE	SCHOOL DISTRICT

FOR INFORMATION ONLY

ASSESSMENT ITEMS	SCORES 5	4	3	2	1	B-NA
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
COLUMN TALLY OF CHECKS						
WEIGHT	X5 ↓	X4 ↓	X3 ↓	X2 ↓	X1 ↓	
ADD ACROSS	+	+	+	+		=

TOTAL SCORE _____

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OVER

Baldwin Identification Matrix

This design is called the Baldwin Identification Matrix (BIM). It has been successfully used in several school districts to help pull together all of the assessment techniques into a profile which allows a child equal access to a specially designed program for children who exhibit exceptional ability in a wide range of abilities.

The vertical axis of the matrix includes the selection of assessment techniques. The horizontal axis gives the weightings of the score made on each assessment.

The number 1 on the horizontal scale represents the median score. The median for the IQ score is 100. The range of scores for each weighting is calculated by subtracting the median score from the established upper limit. In the case of IQ scores, this upper point is 140+ and dividing by 4 you will get a point spread of 10. In the case of percentiles, the median point is the median for that population. In the case of one school the median was 75%ile. The upper point was 95%ile. The point spread in this case was 5. With stanines the median point is 5, the upper limit is 9; therefore, the point spread is 1. In the case of verbal assessment, it is necessary for qualities to be quantified as in Superior which is rated 5 and so on to Below Average which is rated 1.

The extra column headed B-NA gives the investigator additional information. B stands for below the median and NA stands for information not available. This can be useful in activities that follow up screening.

GOOD LUCK!!

Alexinia Y. Baldwin

Judith S. Wooster

The Baldwin Identification Matrix Training Kit for Identifying Gifted and Talented Students is available from:

D.O.K. Publishers
71 Radcliffe Road
Buffalo, New York 14214

Kit Price: $6.95

Kit includes a leader's guide and sufficient material for conducting the simulation with 10 - 45 participants.

Pad of 30 BIM forms available separately for $1.00
Pad of 30 Student Data Forms available separately for $1.00

BIRMINGHAM PUBLIC SCHOOLS

Birmingham, Michigan

G/T STUDENT APPLICATION FORM

Student _____ Referred by _____
(Last) (First) (If Applicable)

Date of Application _____ Counselor _____

Age _____ Birthdate _____ Current Grade Level _____
(10th, 11th, 12th)

Address _____ Zip Code _____

1. Describe the specific area or areas of "high performance" which you possess and are interested in pursuing on an independent study basis. (Attach additional sheets if necessary.)

2. As best you can, please describe the activity, project, product or other learning activity which you want to accomplish on an independent study basis.

3. Have you accomplished independent study activities previously? If yes, please explain.

4. Are you interested in doing independent study during the school day, in place of regular classes, or outside of the school day, in addition to regular classes?

5. If the work is done during the school day, how many class periods should it replace? How many weeks or semesters will be needed to complete your study?

6. When do you want to begin your independent study?

7. Is there a faculty mentor with whom you would like to work? If yes, please give name and department?

8. Please list the extra-curricular and community activities and interests in which you participate.

9. Please list below the names of people who can be contacted by the school committee and who can provide additional information about your gifted and/or talented "high performance."

1. Name _____ Title or Relationship _____

   Address _____

   Zip Code _____ Telephone _____

2. Name _____ Title or Relationship _____

   Address _____

   Zip Code _____ Telephone _____

3. Name _____ Title or Relationship _____

   Address _____

   Zip Code _____ Telephone _____

4. Name _____ Title or Relationship _____

   Address _____

   Zip Code _____ Telephone _____

Attach additional sheets as needed.

_____ _____
Parent Signature Telephone Number

_____ _____
Student Signature Telephone Number

BIRMINGHAM PUBLIC SCHOOLS
Birmingham, Michigan

G/T COMMITTEE DECISION FORM

Student's Name _____ Date of Meeting _____

Committee Members:

Administration: _____

Counselor and/or Psychologist: _____

Instructional: _____

Parents: _____

Other: _____

ACHIEVEMENT AND TEST RECORD

Accumulative GPA _____

DAT Test Results: %ile

VR	_____
NA	_____
VR plus NA	_____
Abstract Reasoning	_____
Clerical Speed & Accuracy	_____
Mechanical Reasoning	_____
Space Relations	_____
Spelling	_____
Language Usage	_____

PSAT: Verbal _____ Math _____

SAT: Verbal _____ Math _____

Other School Test or Personal Data:

_____
_____
_____
_____
_____

VERIFICATION OF HIGH PERFORMANCE

Staff Reports: _____
_____
_____
_____

Other Reports: _____
_____
_____
_____

Interview Evidence: _____
_____
_____
_____

Participation Evidence: _____
_____
_____
_____

Other: _____
_____
_____
_____
_____
_____
_____

COMMITTEE CONSENSUS: Participation Approved _____ Not Approved _____

Referred to Mentor _____

Deadline for Submitting Learning Contract _____

3/78

BIRMINGHAM PUBLIC SCHOOLS
Birmingham, Michigan

G/T INDEPENDENT STUDY LEARNING CONTRACT

Student_____ Current Grade_____

Date Submitted_____ Date Approved _____

1. General description of learning activity, project or product:

2. Specific learning outcomes or objectives to be accomplished:

3. Resources to be used:

4. Proposed time schedule for accomplishing each major outcome or objective of the study.

   Beginning Date _____Ending Date _____

   (Itemize major intervening dates and outcomes to be accomplished.)

5. If the learning activity will replace one or more regular classes, describe the proposed student schedule and classroom or location assignments for the duration of the contract. Include day and hour when student will meet weekly with the faculty mentor.

6. Proposed method of evaluation and grading at conclusion of learning contract.

7. Proposed credits to be earned.

Student _____ _____ Date _____

I approve my son's/daughter's obligation and participation in the above contract.

Parent _____ Date _____

Approved:

Faculty Mentor _____ Date _____

Community Mentor _____ Date _____
(If applicable)

Committee Chairperson _____ Date _____